

ALTERNATE LISTENING/SPEAKING STANDARDS

STANDARD 3

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

Alternate Concept 1: Associate meaningful real life experiences with symbolic language.

- PO 1. Localize sounds or other stimuli in a communicative context.
- PO 2. Locate objects out of view (object permanence) (e.g., reach for crayons in desk, go to refrigerator for items needed to make a recipe, in response to question “*Where is your lunch?*” indicate by gaze that lunch is in backpack, locate spoon if dropped and out of sight).
- PO 3. Communicate anticipation of consistent activities and familiar people in daily routines (e.g., door opens/head turns; see or touch shirt/extends arm; see or feel spoon /moves mouth towards spoon; turning lights off/on, play, songs, grooming routine, daily schedule).
- PO 4. Associate cues, objects, pictures and their meaning as symbols to represent activities in schedule/routine (e.g., carpet square--circle time songs; bells--lunch, recess).
- PO 5. Identify familiar objects and pictures.
- PO 6. Associate objects with their functions.

Alternate Concept 2: Follow simple directions.

- PO 1. Respond to simple one-step directions (e.g., shows recognition of name; “*come here, please*”; “*look*”; “*line up*”; inhibits to “*no*”).
- PO 2. Demonstrate understanding of four-to-ten prepositions (e.g., in/out; on/off; up/down using objects and/or self) within natural context.
- PO 3. Follow two-step related directions (e.g., “*Go to the door and open it*”; “*Pick up your clothing and put it in the hamper*”).
- PO 4. Carry out two unrelated directions (e.g., “*Sit down and read a book*”; “*Go to the office and pick up the mail*”).

Alternate Concept 3 : Communicate a personal experience in a logical sequence using gestures, pictures, drawings or spoken words.

PO 1. Describe personal experiences.

PO 2. Relate events or personal experiences sequentially.

Alternate Concept 4 : Use effective basic language structure and form.

PO 1. Imitate strings of words and gestures.

PO 2. Receptively understand a predetermined number of words (*Note: IEP Team identifies words and specifies numbers*).

PO 3. Functionally express a predetermined number of words (*Note: IEP Team identifies words and specifies number*).

PO 4. Communicate using two-to-five words together.

PO 5. Use simple sentences.

**Alternate Concept 5 : Share ideas, information, opinions
(preferences/interests), and questions.**

- PO 1. Indicate needs, wants, and pleasure/displeasure through non-symbolic/pre-linguistic communicative behaviors (e.g., cries, laughs, vocalizations, movements, touches, and gazes).
- PO 2. Initiate intentional communicative behavior to gain attention; protest; make choices; indicate wants; start, continue, restart or end activity; (e.g., touches adult to indicate 'more;' places adult hand on desired object; pushes object away; crying).
- PO 3. Indicate wants for activities, items, or people that cannot be seen nor heard (e.g., cookies in the cupboard).
- PO 4. Respond to, and respond with, "yes" and "no" (e.g., yes/no card, sign, shaking one's head yes/no).
- PO 5. Communicate physical and emotional needs in response to questions (e.g., "What's the matter?" "What do you want to do?" "What do you want to eat?").
- PO 6. Ask for assistance (e.g., bathroom; position change; buttons; directions for turning on computer, using a tool, preparing a meal).
- PO 7. Make comments appropriate to the activity (e.g., "Look at my picture"; touch/comment on object).
- PO 8. Communicate intended actions (e.g., "I'm leaving"; "I'm playing over there"; "I'm going on break").
- PO 9. Initiate and respond to at least three different interrogative questions (e.g., "why," "how," "who", "what," "where," "when").
- PO 10. Relate personal information (e.g., identifies self with name/sign, knows first and last name, telephone number, displays identification card).
- PO 11. Demonstrate beginning problem solving, alternative solutions or negotiation skills (e.g., if/what situations-"If we can't go to the video store now, can we go after dinner?").

Alternate Concept 6 : Listen and respond to stories, poems, nonfiction, and age appropriate music.

- PO 1. Attend to stories for five-to-ten minutes.
- PO 2. Anticipate patterns in familiar stories (e.g., repeating phrases, rhyming).
- PO 3. Answer simple questions related to familiar story (e.g., “*Was there a dog in the story?*” “*What is the dog's name?*”).
- PO 4. Relate personal experiences to story.

Alternate Concept 7 : Participate in group discussions, activities, or peer/adult interactions.

- PO 1. Participate during ongoing social interaction (e.g., comments; small talk on playground or in break room; or acknowledging through nodding/smiling).
- PO 2. Converse for two-to-three turns (e.g., using rules of conversing related to initiating conversation, wait time, turn taking, and maintaining topic of conversation).